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A SURVEY OF SCHOOL AGE CHILDREN FROM MIGRANT AGRICULTURAL FAMILIES WITHIN DONA ANA COUNTY, NEW MEXICO.

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THE PURPOSE OF THIS STUDY WAS TO LOCATE MIGRANT CHILDREN IN DONA ANA COUNTY, NEW MEXICO, IDENTIFY THEIR NEEDS, CATALOG THEIR MOVEMENTS AND CHARACTERISTICS, AND DEFINE THEIR EDUCATIONAL REQUIREMENTS. A MIGRANT CHILD WAS DEFINED AS A PERSON BETWEEN THE AGES OF 5 AND 17, WHOSE PARENTS OR GUARDIANS EARNED THEIR LIVELIHOOD IN SOME TYPE OF AGRICULTURAL ACTIVITY, BUT DID NOT OWN THE AGRICULTURAL ACTIVITY OR PARTICIPATE IN THE EARNINGS OF THE ACTIVITY. THE MIGRANT CHILDREN WERE IDENTIFIED BY SEARCHING THE SCHOOL RECORDS AND ENROLLMENT CARDS, TELEPHONE CALLS, AND ON SITE INTERVIEWS IN THE THREE SCHOOL DISTRICTS OF DONA ANA COUNTY. ABOUT 150 MIGRANT PARENTS WERE INTERVIEWED TO OBTAIN A SAMPLING OF THEIR CONCERNS FOR THE EDUCATIONAL NEEDS OF THEIR CHILDREN. TABLES ARE INCLUDED WHICH SHOW THE NUMBER OF MIGRANT CHILDREN IN EACH DISTRICT, THE NUMBER OF MIGRANTS EARNING LESS AND MORE THAN $3,000 PER YEAR, AND AN AGE BREAKDOWN OF MIGRANTS. SEVERAL GOVERNMENT AND PUBLIC AGENCIES ARE OFFERING ASSISTANCE TO MIGRANTS IN THE COUNTY. RECOMMENDATIONS INCLUDED--(1) PRE-SCHOOL PROGRAMS SHOULD BE EXPANDED, (2) ENGLISH AND SPANISH LANGUAGE PROGRAMS SHOULD BE CONTINUED FOR MIGRANTS, (3) A PRACTICAL VOCATIONAL CORE PROGRAM FOR MIGRANTS, (4) COUNSELING SERVICES SHOULD BE MADE AVAILABLE FOR MIGRANT STUDENTS, AND (5) SOME PROVISIONS SHOULD BE MADE FOR MEDICAL, DENTAL AND NUTRITIONAL NEEDS OF MIGRANT YOUNGSTERS. (ES)

ED013169

# The Mesilla Valley Public Schools

HATCH SCHOOL DISTRICT NO.11
LAS CRUCES SCHOOL DISTRICT NO.2
GADSDEN SCHOOL DISTRICT NO.16

DONA ANA COUNTY
NEW MEXICO

RECEIVED SEP 28 1967 E.R.I.C.

Dear Colleagues,

Three independent school districts in Dona Ana County, New Mexico, cooperated in a study to identify youngsters from migrant, agricultural families and their educational needs as they existed in the Mesilla Valley in the summer of 1967. The letterhead used in communications with patrons in the valley for this study is that seen on this cover. The lead story presented below regarding the study was published in the LAS CRUCES SUN NEWS on June 22, 1967.

# Educational Needs Survey Is Scheduled

A survey of the educational needs of the children of rural agricultural workers living in Dona Ana County will be conducted by the Las Cruces Public Schools
(See Page 3, Col. 2)

# Educational

(Continued from Page 1)

this summer.

Results of the study will be used to discover whether the current school program is meeting their needs, and if not, to determine what kind of special educational offerings would ben educational offerings would benefit them the most.

Any changes in current school offerings would probably be introduced with the fall term.

**Conducting Survey**

Conducting the county - wide survey will be the Research and Development Department of the Las Cruces Schools; cooperating in the undertaking are the Hatch and Gadsden School districts located in the northern and southern ends of the county.

Letters explaining the purpose of the survey and seeking permission to interview employes will be mailed this week to Valley farm operators. Employes will not be contacted while they are on the job, a spokesman said.

"Many of the children of agricultural workers, some of them migratory, may have special problems in language, health, nutrition, and so forth," said Dr. Jerry Southard, director of research and development for the Las Cruces Schools. "If we can pinpoint these problems, we can design special programs of instruction or services to help remedy them."

**Migrant Workers**

The local schools are also cooperating with the Texas State Department of Education and similar groups in other states in identifying the children of seasonal migrant workers who come into the Mesilla Valley, in hopes of developing joint educational programs for them.

The Dona Ana County survey and any educational program which develops from it will be funded by the federal government under Title I of the Elementary and Secondary Education Act.

001717

# A SURVEY OF SCHOOL AGE CHILDREN FROM MIGRANT AGRICULTURAL FAMILIES WITHIN DONA ANA COUNTY, NEW MEXICO

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A Study Conducted Under the Auspices of
New Mexico Area I, Title I, ESEA

Contract District

Deming Public Schools
Deming, New Mexico

Submitted By

Las Cruces School District No. 2
in cooperation with

Gadsden School District No. 16

Hatch Valley School District No. 11

---

Compiled By

Las Cruces School District No. 2
Office of Research & Program Development
Dr. J. K. Southard, Director

Summer 1967

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# P R E F A C E

The Office of Research and Program Development, Las Cruces School District No. 2, would like to acknowledge the encouragement and assistance of all personnel who contributed to the development of this study.

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# INTRODUCTION

At a meeting in Santa Fe, New Mexico, during June 1967, provisions were made under Title I, ESEA, P. L. 89-10, to implement instructional activities and services for agricultural migratory children in New Mexico. For administration purposes of the migrant program, the state was divided into eight study areas with a sponsor district designated in each area. New Mexico Area I consisted of the Lordsburg, Las Cruces, Deming, and Tularosa school districts.

The Deming Public Schools agreed with state officials to act as the contract district for Area I. One hundred thirty-three (133) children were identified in this area at the time the state plan was submitted. School officials in Area I felt confident that many more migrant children were enrolled in the four school districts; and a plan was formulated to locate children and identify the needs of migrant agriculturally related school-age youngsters in the area.

Tularosa, Lordsburg, and Las Cruces would act as subsidiaries in the Deming program. Since Tularosa and Lordsburg schools elected to not participate in the 1967 summer project, Las Cruces and Deming became the only funded participants.

Las Cruces then proceeded to undertake a project to locate migrant children, attempt to determine the migrant flow characteristics, and define educational needs of migrant children located within Dona Ana County.

Because of the county-wide scope of the survey, the Hatch and Gadsden Public Schools were asked to participate. For the purpose of the survey, the three school districts worked cooperatively under the common heading

of the "Mesilla Valley Public Schools".

The information derived from such a survey could be valuable in providing a meaningful program for migrant pupils within all three school districts in the Mesilla Valley.

# SECTION I

## BACKGROUND FOR THE STUDY

It is the goal of responsible educational administration to provide meaningful instructional programs for all children enrolled in the public schools. The instructional programs should be based on the needs of the children in the community and should be designed to afford today's children to effectively meet the challenge of the future's demands. The program developed to adequately fulfill the task must 1) incorporate all community agencies and resources, 2) provide individualized, efficient instructional techniques, 3) make provision for all emotional and physical needs of the child and his family, and 4) must be sensitive to the "cries" of the people whose source of irritation may not be easily located.

With the advent of the amendment to the Elementary and Secondary Education Act of 1965 which provided categorical aid specifically for the children of migrant agriculturally-related workers, the public school officials in Las Cruces, New Mexico, were given the opportunity to assume a responsibility which heretofore was impossible due to a lack of funds. The need to provide an adequate program for the children of the predominantly bilingual and non-English speaking agriculturally-related families in the Mesilla Valley has been apparent for many years. The school officials and members of other agencies in the county began to make plans to develop an educational program to meet the need. The first priority was to locate the children in the vast expanse of the valley and determine their strenghts and weaknesses. This report is the culmination of the first priority task in the over-all development of the educational program.

## Purpose of the Study

The purpose of the study was to locate the "target" children in Dona Ana County, identify their needs, catalog their movements and characteristics, and define their educational requirements. The study findings became the basis for the development of a meaningful program of instruction for migrant children during the 1967-68 and future school years.

## Limitations of the Study

Area I, as established by the State Director of Title I, ESEA, is briefly defined as the southwest segment of the state of New Mexico encompassing the Lordsburg, Las Cruces, Deming, and Tularosa School Districts. The Las Cruces subsidiary of Area I was comprised of the Las Cruces, Gadsden, and Hatch school districts. The survey was limited to agricultural migrants, who live and/or work in Dona Ana County, New Mexico, within a farming area commonly referred to as the Mesilla Valley, and the Upper Hatch Valley. The county as described borders the Republic of Mexico and the State of Texas on the south and extends north along the Rio Grande River for seventy miles. An excess of 20,000 children attend public schools in the county. The total population is estimated to be 65,000.

## Definitions

The following definitions of terms and agency descriptions were used in the study.

Migrant and/or Transient. A person who earns his livelihood in some type of agricultural activity, but who does not own said agricultural activity or participate in

earnings from the activity.* The individual may be transient from state to state, or from county to county within a state. Or, he may be in transit between school districts within one county.

Migrant Child and/or Student. A person between the ages of 5 and 17, whose parents or guardians earn their livelihood according to the definition of "migrant". Sometimes referred to as a "target" student.

FTE (Full time equivalent). A school age child who would reside at least 180 work or school days within a particular district or the county during a twelve-month period. FTE for each child was based on the percentage of time the child resided in the limited area.

Migrant Index. For the purposes of this study, indices were established to identify each kind of migrant student according to the following six discreet qualifications:

1. Transient agricultural, inter-state,
2. Transient agricultural, intra-state,

*Note: The migrant designation is not related to past tenure of the family in relation to an employer but rather to his employee status which is subject to change. Therefore, all agricultural employees included in this survey were considered migrant whether or not they were transient or highly mobile.

3. Migrant agricultural, prorated to earn less than $3000 per annum,
4. Migrant agricultural, prorated to earn more than $3000 per annum,
5. Unclassified. (Farm worker, income unknown). Count was made so that no duplication would exist in total index data.

H.E.L.P. — Home Education Livelihood Program, a federally funded supporting organization for migrants. This program is open only to farm worker families who have, during the one year preceding the commencement of the program: (1) earned at least 50% of their total earned wages as agricultural employees, (2) been employed the entire calendar year, (3) have incomes below the $3000 annual income level, and (4) have income from the sale of farm produce (if any) which does not exceed $500 per year.

Migrant Ministry. A federally funded program offering medical services for migrant farm laborers sponsored by the Dona Ana Council of Churches.

Migrant Nursing. A federally funded program which consists of public health nurses who work in cooperation with H.E.L.P. and the Migrant Ministry for the purpose of extending medical aid and sanitation advice to migrants.

Community Action Agency. The Community Action Agency of Dona Ana County, Inc. - a community action organization, supported by the Economic Opportunity Act of 1964, whose purpose is to define needs and coordinate programs to facilitate better health, jobs, education, and living conditions among the economically disadvantaged citizens in the county.

## Procedure for the Study

During June, 1967, a meeting was called to explain the purpose of the survey, and solicit the aid of various agencies within the County of Dona Ana who deal with migrant farm laborers and their children. The following agencies were represented:

Community Action Agency of Dona Ana County - Mr. Pete Garcia, director

Home Education Livelihood Program - Mr. Larry Hammer, area director

Migrant Ministry - Reverend Lee Hobert

Migrant Nursing - Mrs. Ottie Bason, R. N.

Texas Education Agency (Migrant Interstate Cooperation Project) Mr. Tony Diaz

Hatch Public Schools - Mr. M. E. Linton, superintendent

Anthony-Gadsden Public Schools - Mr. James Miller, assistant superintendent

Las Cruces Public Schools - staff

It was at this meeting that the study purpose and procedures were outlined and the cooperation of all agencies was solicited.

The names of 960 independent farmers in Dona Ana County were obtained from the Department of Agriculture, District Agricultural Stabilization and Conservation Office. A cover letter and pre-paid return postcard were mailed to the farmers. The cover letter explained the purpose of the survey, requested their cooperation, and assured confidentiality of data and names. The pre-paid postcard sought response to the number of families employed by the farmers, and whether or not a school official would be permitted to interview the employees after working hours. A no response bias of 91% was suggested by the number of cards returned to the investigators. This bias nullified sole reliance upon the procedure for the collection of data.

Another procedure toward identifying migrant students was attempted by contacting the principals of the various rural schools within the purview of the survey. The absence of staff personnel who would make data available made this procedure untenable.

It was then decided to search the enrollment cards of all students enrolled in the three school districts. This procedure proved to be the most productive approach even though there were many limitations inherent in the process. A search of individual school records and files was also made wherever possible. Telephone calls, on site interviews, and other techniques were used to gather as much data as possible.

At the same time, visits were made to the H.E.L.P. day care centers located at Garfield-Salem, Vado, and Mesquite for the purpose of collecting data determining needs. Visits were also made at the H.E.L.P. Office, and the newly opened Community Action Agency day care center located in Las Cruces. The cooperative efforts of the Migrant Ministry, and the county health department nurses were observed, and duly noted.

In addition, over one hundred-fifty (150) agriculturally-related migrant parents were interviewed in order to obtain a sampling of their concerns for the educational needs of their children.

After the field work was completed, the data for each child and family were transferred to machine punch cards; then collated and tabulated by automated machine process.

The presentation of data are presented in the following sections: 2) existing programs for agricultural migrants in the county, 3) numerical data of migrant agricultural children enrolled in Hatch School District No. 11, 4) Las Cruces School District No. 2, 5) Anthony-Gadsden School District No. 16, 6) numerical data summary for the total county, 7) summary of educational needs, 8) conclusions, and 9) recommendations.

## SECTION TWO

## EXISTING PROGRAMS FOR AGRICULTURALLY RELATED MIGRANTS IN DONA ANA COUNTY, NEW MEXICO

Prior to this study and the development of a comprehensive public school program for children of migrant-agricultural families, efforts to provide for the needs of agricultural migrants in the county were pointed toward seasonal workers who migrated into the county. Most of the migrants came from the neighbor state, Texas, each summer to harvest onions, cantalope, tomatoes, chile, and lettuce. They generally come from cities in the lower Rio Grande Valley in South Texas primarily from the Raymondville area.

Two hundred forty-one (241) youngsters between the ages of five and seventeen were located by the survey team as being related to agricultural migrant families. This number was directly related only to the first of two onion crops during one month of the season. The families of these students begin coming into the Mesilla Valley in May and begin to leave the latter part of August and September, hence they do not enroll in public schools within the county. In terms of days present within the school district on a prorated basis, the 241 students would represent seventy-one (71) full-time equivalent students. Due to the time during which the survey was made and the fluctuating numbers within the four month period, the survey data regarding these in-transient migrants were estimated to be about 50% lower than the actual count. The actual numbers of full-time equivalent students in this category approximates one hundred-forty (140) representing close to five hundred (500) transient youngsters.

For compilation purposes, these children were counted only under category one of the migrant index and were not enumerated as residing within any

particular school district within the county. Due to the highly mobile nature of the families within the county, the children were considered to be "at large". No other children were included in category one of the migrant index except these. Sufficient information was not available to prorate incomes for the families. however, it was believed that family annual income did not exceed $3000.00.

The existing educational and other programs established in the county and primarily designed for the migrants described are presented below.

H.E.L.P. H.E.L.P. Day Care Centers are located at Garfield-Salem, Vado, Mesquite, and San Miguel within Dona Ana County. Day care, including lunches, are offered the children in the centers. The children who attend the centers are non-productive members of the migrant agricultural families who are too young to work in the fields.

The purpose of the HELP organization is to establish centers close to the under-employed seasonal agricultural workers and their families whose income is less than $3000 per annum. Educational and social opportunities are provided for these persons and their families at a pre-vocational level. This approach is used in evening classes which are divided into 45 minute periods and which are all-encompassing in the attempt to assist the worker and his family to a better way of life. Other opportunities for the family members provided in the centers include tutoring and classes in sewing, home economics, English, basic education, farm mechanics, and others. Although these classes are held at night, it was found that they were well attended.

Migrant Ministry. The Migrant Ministry began as an assistance program

for braceros and is now aimed at assisting migrant farm laborers in the county. A field service clinic has been established with a nurse and an aide who concentrate on the physical needs such as malnutrition, and other deficiencies which make these people vulnerable to disease. Clinics are held, records are kept, and the services of a medical doctor are available on a weekly basis. The services are available to under-employed seasonal agricultural workers and migrant (transient) farm workers, but it also renders services to "drop-outs" from the migrant stream who have settled on small tenant farms generally temporarily.

Specifically it was observed that the Migrant Ministry stocked milk and juice pantries at the HELP centers and that these commodities were dispensed by two public health nurses assigned to migrants.

Migrant Nursing. As stated previously, two public health nurses are assigned to work directly with farm migrants in the area. They work closely with HELP and the Migrant Ministry in extending medical aid and sanitation advice to agricultural migrants in the valley.

Adult Education Programs. The Community Action Agency in conjunction with the public school districts have offered basic adult education courses at night in the following centers in the county: Garfield-Salem, La Union, Las Cruces, Sunland Park, and Mesilla. Over one-hundred-fifty (150) adults successfully completed a basic program in speaking English during 1966-67. The program is planned to be expanded during 1967-68 by 50% and will include advanced English courses, home financial management, community affairs, and citizenship. Even though the program is not designed specifically for agricultural migrants, the participants in centers outside of Las Cruces (about 25% of the total) were largely non-English speaking farm laborers.

The 1966-67 program was deemed highly successful in that it was funded only for 80 students but almost double that amount finished the program. Additional funds were procured after the initial registration of 120 students just for the basic English course showed a real need in that area. (Approximately forty other adults were interested in taking other courses which were never offered due to insufficient funds.) After the program was started the numbers continued to rise until at one time over 160 students were enrolled. One hundred fifty-four (154) adults were "graduated" from the program as having successfully completed the eight-month course of study in basic English.

Head Start. A Head Start program was conducted jointly by CAP and Las Cruces Public Schools for the county during the past two summers. During the summer of 1967, the OEO-funded program was restricted to four hundred eighty students due to monetary limitations. Of that number, classes for sixty students were held in rural areas which might be attended by migrant agricultural children. The remaining classes were held in the city of Las Cruces.

Funds under the migrant program which were received late in the summer were used to add another Head Start class in the rural school in Dona Ana. The funds were also used to expand the summer remedial program in Mesilla (a rural community). The summer remedial program was a Title I, ESEA project conducted by the Las Cruces School District.

## SECTION THREE

## MIGRANT AGRICULTURAL CHILDREN in HATCH SCHOOL DISTRICT NO. 11

Hatch Independent School District No. 11 is located at the northernmost end of the Mesilla Valley in Dona Ana County. The smallest of the three public school districts in the county, the district has a total enrollment of just over 1,000 students housed in two elementary schools, Hatch and Garfield, one junior high school, and one high school.

The enrollment records of students in attendance in the Hatch Public Schools during 1966-67 were screened by school officials to identify all students who eminated from migrant agricultural families. It was assumed that all students counted in the survey as migrants considered Hatch as their home base. That is, the families tended to move during the summer months, hence, not interrupting student attendance in school; or the father may "migrate" out of the district during the school year without moving his family. The total data presented in Table I are consistent with the total daily membership summary submitted by the school district averaged throughout the school year. Therefore, the data represent average numbers of full time equivalent students rather than specific students by name even though the data were based on actual students by count.

The survey showed that there were no students in the school district who could be classified under category 1 (inter-state transient) according to the migrant index developed for the purpose of this study. Table I does not include migrant index No. 1.

As presented in Table I, the survey showed that there were eleven students enrolled in the elementary schools whose families were intra-state

TABLE I

STUDENTS BY MIGRANT INDEX

IN HATCH SCHOOL DISTRICT NO. 11

| | Transient Agricultural Intra-State | Migrant Agricultural Less than $3000 Income* | Migrant Agricultural More than $3000 Income* | Unclassified (Farmworker, other status unknown) | School Population Totals | Total Number of Migrant Students | Migrants as Percent of School Totals |
|---|---|---|---|---|---|---|---|
| | INDEX | | | | | | |
| | 2 | 3 | 4 | 5 | | | |
| Hatch Elementary | 11 | 45 | 68 | 2 | 465 | 126 | 28.0% |
| Garfield Elementary | 0 | 26 | 9 | 0 | 84 | 35 | 42.0% |
| Elementary Totals | 11 | 71 | 77 | 2 | 549 | 161 | 29.3% |
| Hatch Junior High Totals | 4 | 27 | 30 | 1 | 268 | 62 | 23.0% |
| Hatch High School Totals | 2 | 11 | 20 | 1 | 215 | 34 | 16.3% |
| School District Totals | 17 | 109 | 127 | 4 | 1032 | 257 | 25.0% |

* Income prorated on present wage earnings and estimated period of employment by head-of-household and others in the family.

Note: The set poverty index of $3000 per annum is unrealistic in that there is no provision for differential in family size and need.

agricultural migrants; four, junior high; and two in the high school. Of the one hundred-nine students whose families were prorated to earn less than $3,000 annually, seventy-one were in the elementary schools. twenty-seven in junior high, and eleven in high school. Seventy-seven students in the elementary schools came from families whose income was prorated to exceed $3,000 annually while thirty in the junior high and twenty in the high school came from families with similar economic status. Only four students in the total district came from migrant agricultural families whose economic and transient status was unknown (category No. 5).

As indicated in Table I, two hundred fifty-eight or 25% of the total student enrollment in the Hatch Schools were considered migrant, agriculturally-related. The highest percentage (29.3%) of the "target" youngsters were found to be enrolled in the elementary grades with the percentage decreasing at the junior high and high school levels.

The data presented in Table II is a summary description of students enrolled in Hatch Public Schools by age and migrant index.

As shown in the table, seventeen students were identified as intra-state migrants (#2), i.e., they were transfers either into or outside the district but within the state sometime during the school year. The actual number of days in attendance in the schools was unknown. There was no basis on which to prorate family income for these students.

As signified in the table, one hundred-nine students came from families whose prorated income was less than $3,000 per annum. One hundred twenty-seven students came from migrant, agricultural families whose annual prorated income was estimated to be in excess of $3,000. Four youngsters were identified about whom nothing else was known but that their families were farm workers.

The numbers of students within the age categories was found to be spread

TABLE II

MIGRANT AGRICULTURALLY-RELATED

STUDENTS ENROLLED IN HATCH SCHOOL DISTRICT NO. 11

BY AGE AND MIGRANT INDEX

| AGE | MIGRANT INDEX | | | | TOTALS BY AGE |
|---|---|---|---|---|---|
| | 2 | 3 | 4 | 5 | |
| 5 | | 5 | 4 | | 9 |
| 6 | 1 | 6 | 4 | | 11 |
| 7 | 1 | 15 | 10 | 1 | 27 |
| 8 | 2 | 8 | 9 | | 19 |
| 9 | 2 | 10 | 13 | 1 | 26 |
| 10 | 1 | 9 | 16 | | 26 |
| 11 | 2 | 7 | 12 | 1 | 22 |
| 12 | 3 | 12 | 10 | | 25 |
| 13 | 3 | 12 | 10 | | 25 |
| 14 | 1 | 10 | 12 | 1 | 24 |
| 15 | 1 | 4 | 5 | | 10 |
| 16 | | 4 | 12 | | 16 |
| 17 | | 2 | 5 | | 7 |
| Over | | 5 | 5 | | 10 |
| Totals By Index | 17 | 109 | 127 | 4 | 257 |

SECTION FOUR

## MIGRANT AGRICULTURAL CHILDREN IN LAS CRUCES SCHOOL DISTRICT NO. 2

Las Cruces School District No. 2 is located in the center of Dona Ana County and cuts across the heart of the Mesilla Valley. The largest of the three school districts in the county, the district had a 1966-67 total enrollment of over 15,000 students housed in seventeen elementary schools, five junior high schools, and two high schools.

Historically agriculture was the predominant economic activity in the Las Cruces area with federal activity and education of secondary importance. However, in the past few years federal activity has increased to the point of becoming the dominant economic activity. Approximately 900 students come from families who live and work on federally owned property while approximately 4200 students come from families who live off federal property but work on federal reservations. Agriculture is presently the second contributor to the economy in the district. Education with the stupendous growth of New Mexico State University has become the third contributor to the economy with all private enterprise adding the fourth factor. Even though the number of federally-connected students appears to be quite high (33%), the actual number of non-federally connected students is approximately 10,000.

The survey team checked administrative office enrollment cards of students attending public schools during the 1966-67 school year to obtain as much information as possible regarding "target" students. After completing the initial review of the enrollment cards, individual school records were checked and school personnel were interviewed to supplement the findings. The students in category No. 1 of the migrant index (inter-state) were not

included in the presented data in respect to the Las Cruces School District. All other students identified as "target" students were counted as full time equivalents in that their "permanent" homes were established in the community either during or prior to the 1966-67 school year. Even though the families migrate in an out of the district but remain within the county, the students tend to remain in the schools they regularly attend for the entire year.

The information gathered as a result of the study is presented in the following order: elementary school totals by migrant index, secondary school totals by migrant index, and school district totals by age and migrant index. The migrant index includes only categories two through five - category one data (inter-state, agricultural transient) pertained to the total county and was omitted from the totals in individual school districts.

Migrant Children in Las Cruces Elementary Schools. Sixteen of the seventeen Las Cruces Elementary Schools were included in the survey. White Sands Elementary did not appear in the data due to its location on a military reservation. As shown in Table III, four of the sixteen schools(Mesilla, Fairacres, East Picacho, and Dona Ana) contained a relatively high percentage of migrant students as compared to the other twelve schools surveyed. This was not surprising, since those schools serve almost totally rural areas. Three elementary schools (Loma Heights, Hermosa Heights, and Alameda) revealed no migrant students included in their respective populations. The remaining nine schools had small percentages of migrant sutdents of their total populations.

The data in Table III depict that twenty-nine "target" students were intra-state transient, one hundred sixty-two (162) came from families whose annual income was prorated to be less than $3,000, while one hundred sixty (160)

TABLE III

MIGRANT AGRICULTURE STUDENTS

IN LAS CRUCES ELEMENTARY SCHOOLS BY

MIGRANT INDEX

1967

| | Transient Agricultural Intra-state | Migrant Agricultural Earning Less Than $3,000* | Migrant Agricultural Earning More Than $3,000* | Unclassified (Farmworker, other status unknown) | School Population Totals | Total Migrant Popula-tion | Migrant as Percent of School Total |
|---|---|---|---|---|---|---|---|
| | INDEX | | | | | | |
| SCHOOLS | 2 | 3 | 4 | 5 | | | |
| Mesilla | 17 | 62 | 114 | 8 | 589 | 201 | 34.1% |
| Mesilla Park | 5 | 10 | 8 | 2 | 802 | 25 | 3.1% |
| East Picacho | 0 | 17 | 5 | 2 | 167 | 24 | 14.0% |
| Fairacres | 3 | 35 | 22 | 6 | 216 | 66 | 30.2% |
| Dona Ana | 2 | 17 | 3 | 1 | 195 | 23 | 11.0% |
| MacArthur | 0 | 10 | 1 | 0 | 469 | 11 | 2.0% |
| Bradley | 0 | 0 | 1 | 2 | 415 | 3 | .70% |
| Lucero | 0 | 1 | 3 | 0 | 405 | 4 | .90% |
| Conlee | 0 | 0 | 0 | 1 | 876 | 1 | .10% |
| University Hills | 2 | 0 | 0 | 0 | 539 | 2 | .30% |
| Alameda | 0 | 0 | 0 | 0 | 587 | 0 | 0 |
| Washington | 0 | 3 | 1 | 1 | 468 | 5 | 1.0% |
| Central | 0 | 7 | 2 | 0 | 471 | 9 | 1.9% |
| Hermosa Heights | 0 | 0 | 0 | 0 | 469 | 0 | 0 |
| Loma Heights | 0 | 0 | 0 | 0 | 596 | 0 | 0 |
| Valley View | 0 | 0 | 0 | 2 | 445 | 2 | .45% |
| Las Cruces Elementary School Totals: | 29 | 162 | 160 | 25 | 7709 | 376 | 4.9% |

* Estimated family income prorated for twelve months.

came from families whose income would exceed that amount. Twenty-five (25) students came from migrant agricultural families about whom nothing else was known-see category number 5.

Migrant Children in Las Cruces Secondary Schools. The data accumulated by the survey team concerning migrant agriculturally related students is contained in Table IV.

The four junior high schools included in the survey data were Lynn, Alameda, Court, and Zia. White Sands Junior High was not a part of the survey information.

The data revealed that Court Junior High manifested the greatest numbers of migrant students (91), but trailed Zia Junior High so far as percentage of total school population. Zia Junior High data disclosed that this school has the highest percentage (14.0%) of migrant students, but lagged behind Court in the actual number of migrant students. Alameda (18) and Lynn (9) were ranked third and fourth in actual counts respectively.

As shown in Table IV twenty (20) junior high school students came from families who were considered to be intra-state migrants. As denoted in the Table seventy-five (75) students came from families whose annual income was prorated to exceed $3,000 while sixty-nine (69) students came from families whose income would be less. Seventeen (17) came from families about whom nothing else was known other than that they were migrant in an agriculturally related activity. The total number of "target" students in Las Cruces Junior High School was one hundred eighty-one (181) or 4.8% of the total student enrollment in the schools surveyed.

Both Las Cruces High Schools were a part of the survey data. Las Cruces

TABLE IV

MIGRANT AGRICULTURE STUDENTS

IN LAS CRUCES SECONDARY SCHOOLS

1967

| | Transient Agricultural, Intrastate | Migrant Agricultural Earning Less Than $3000* | Migrant Agricultural Earning More Than $3000* | Unclassified (Farmworker, other status unknown) | School Population Totals | Total Migrant Population | Migrant as Percent of School Totals |
|---|---|---|---|---|---|---|---|
| | INDEX 2 | 3 | 4 | 5 | | | |
| Court Jr. High | 12 | 34 | 34 | 11 | 1117 | 91 | 8.1% |
| Lynn Jr. High | 3 | 3 | 3 | 0 | 1003 | 9 | .9% |
| Zia Jr. High | 3 | 21 | 34 | 5 | 450 | 63 | 14.0% |
| Alameda Jr. High | 2 | 11 | 4 | 1 | 1202 | 18 | 1.5% |
| Junior High Totals | 20 | 69 | 75 | 17 | 3772 | 181 | 4.8% |
| Las Cruces High School | 16 | 26 | 58 | 5 | 1490 | 105 | 7.0% |
| Mayfield High School | 3 | 13 | 24 | 4 | 1139 | 44 | 3.8% |
| High School Totals | 19 | 39 | 82 | 9 | 2629 | 149 | 5.7% |
| Totals For Secondary Schools | 39 | 108 | 157 | 26 | 6401 | 330 | 5.1% |

* Estimated family income prorated for twelve months.

High evidenced both a higher percentage, as well as actual numbers of migrant students than did Mayfield High School.

As shown in Table IV nineteen (19) high school students came from transient agricultural families while nine (9) came from families about whom nothing was known except that they were agricultural migrants. Eighty-two (82) came from families whose income was prorated to exceed $3,000 per annum. Thirty-nine (39) students were found who came from families whose annual income was prorated to be less than $3,000. One hundred forty-nine (149) students or 5.7% of the high school enrollment were found to be migrant agriculturally-related.

In all secondary schools, both junior and senior high schools, thirty-nine (39) migrant students were categorized under number two of the index; one hundred eight (108), number three; one hundred fifty-seven (157), number four; and twenty-six (26), number five. A total of three hundred thirty (330) or 5.1% of the secondary school enrollment in the schools surveyed were discovered to be "target" students.

Migrant Children in Las Cruces by Age and Migrant Index. As shown in Table V seven hundred six (706) children in the Las Cruces School District were enrolled in 1966-67 who could be counted as migrant agriculturally related students. Sixty eight (68) students were considered to be intra-state migrants in transit. Two hundred seventy (270) students came from migrant agricultural families whose annual income was prorated to be less than $3,000. Three hundred seventeen (317) came from families whose income would exceed $3,000 per annum. Fifty-one (51) came from families about whom nothing else was known except that they were migrants who were engaged in an agricultural activity.

TABLE V

MIGRANT AGRICULTURALLY RELATED STUDENTS

IN LAS CRUCES SCHOOL DISTRICT NO.2

BY AGE AND MIGRANT INDEX

| AGE | Transient Agricultural Intra-State | Migrant Agricultural Earning Less Than $3000 | Migrant Agricultural Earning More Than $3000 | Unclassified (Farmworker other status unknown | Totals By Age |
|---|---|---|---|---|---|
| | INDEX 2 | 3 | 4 | 5 | |
| 6 | | 2 | 2 | 1 | 5 |
| 7 | 3 | 22 | 20 | 1 | 46 |
| 8 | 4 | 24 | 25 | 4 | 57 |
| 9 | 6 | 32 | 26 | 5 | 69 |
| 10 | 5 | 25 | 27 | 9 | 66 |
| 11 | 5 | 32 | 24 | 2 | 63 |
| 12 | 6 | 22 | 26 | 3 | 57 |
| 13 | 4 | 25 | 31 | 4 | 64 |
| 14 | 3 | 16 | 20 | 6 | 45 |
| 15 | 8 | 16 | 26 | 3 | 53 |
| 16 | 6 | 19 | 32 | 7 | 64 |
| 17 | 7 | 16 | 24 | 2 | 49 |
| Over | 11 | 19 | 34 | 4 | 68 |
| | 68 | 270 | 317 | 51 | 706 |

Totals By Migrant Index

The diffusion of migrant youngsters between the ages of seven and over seventeen was found to vary little from one age group to the other. The average age of all the students shown in Table V was computed and found to be 12.4 years which was interesting in that the median age between seven and eighteen is 12.5 years.

## SECTION FIVE

## MIGRANT AGRICULTURAL STUDENTS IN ANTHONY-GADSDEN SCHOOL DISTRICT NO. 16

Anthony-Gadsden School District No. 16 is located in the southernmost part of Dona Ana County. The south boundary of the school district joins El Paso, Texas, and the Republic of Mexico. The northern boundary joins Las Cruces School District No. 2. School District No. 16 has the largest agricultural area within its limits of the three school districts in the county. The approximately four thousand students enrolled in the district attend school in five elementaries, one junior high, and one high school.

The population in the school district is scattered evenly among many small towns, hamlets, and large farm complexes. Other than agricultural activities, horse racing (Sunland Park) and an electric plant (El Paso) are the major industries in the district.

School officials in the district screened pupil enrollment cards in the administative offices and searched individual school records to identify migrant students attending school during 1966-67. Many large employers of agricultural workers were visited to obtain other data on youngsters who may not enroll in school during the regular year. The data summary as a result of the survey are included in Table VI. Each student number in the table represents one full time equivalent, i.e., one student living in the school district for at least 180 school or work days during the past twelve months. The table does not include data regarding inter-state migrants (migrant index category number one). The data enumerating the students by age and migrant index are presented in Table VII.

Migrant Students by School and Index. As shown in Table VI six hundred

TABLE VI

MIGRANT AGRICULTURAL STUDENTS IN

ANTHONY-GADSDEN SCHOOL DISTRICT NO. 16

BY SCHOOL AND MIGRANT INDEX

1967

| | Transient Agricultural Intra-State | Migrant Agricultural Earning Less Than $3000* | Migrant Agricultural Earning More Than $3000* | Unclassified (Farmworker, other status unknown) | School Population Total | Total Migrant Population | Migrant as Percent of School Totals |
|---|---|---|---|---|---|---|---|
| | INDEX 2 | 3 | 4 | 5 | | | |
| Anthony Elem. | 14 | 0 | 93 | 74 | 710 | 181 | 25.4% |
| Sunland Park Elem. | 7 | 0 | 18 | 10 | 432 | 35 | 8.1% |
| San Miguel Elem. | 2 | 0 | 179 | 42 | 390 | 223 | 57.1% |
| La Union Elem. | 45 | 0 | 56 | 39 | 368 | 140 | 38.0% |
| La Mesa Elem. | 0 | 0 | 28 | 51 | 240 | 79 | 32.9% |
| Elementary School Totals | 68 | 0 | 374 | 216 | 2140 | 658 | 30.7% |
| Anthony-Gadsden Junior High | 6 | 0 | 70 | 39 | 1000 | 115 | 11.5% |
| Anthony-Gadsden High School | 10 | 23 | 190 | 65 | 1000 | 288 | 28.8% |
| Secondary School Total | 16 | 23 | 260 | 104 | 2000 | 403 | 20.1% |
| School District Totals | 84 | 23 | 634 | 320 | 4140 | 1061 | 25.6% |

*Estimated income prorated for twelve months.

fifty-eight (658) students or 30.7% of the total elementary school enrollment were classified as migrant agriculturally related youngsters. San Miguel had the largest number (223) and largest percentage (57.1%) "target" students. Anthony and La Union Elementary Schools had enrolled one hundred eighty-one (181) and one hundred forty (140) target students respectively.

Sixty-eight (68) elementary students were classified as intra-state agricultural migrants in transit. The survey team identified no students whose families would earn less than $3,000.00 annually on a prorated basis. On the other hand, three-hundred seventy-four (374) students were identified whose family income would probably exceed $3,000 annually. Two hundred sixteen (216) students were located who came from migrant agricultural families about whom no other information was available.

As depicted in Table VI four hundred three (403) secondary students or 20.1% of the total enrollment were counted as migrants. The number of "target" students in the high school exceeded those in the junior high school both by actual count and percentage. There were one hundred seventy-three more migrant students in the high school than in the junior high school.

Sixteen (16) secondary students were classified as intra-state agricultural migrants in transit. Twenty-three (23) were identified who came from migrant families earning less than $3,000.00 per annum while two hundred sixty (260) came from families whose annual income was prorated to exceed $3,000.00. One hundred four (104) students were located about whom nothing was known except that they came from families whose primary income came from agriculturally related activities.

The migrant index totals for the school district displayed in Table VI signified that one thousand sixty-one (1061) or 25.6% of the total student

enrollment were "target" students. Of that number eighty-four (84) were intra-state transients, twenty-three (23) earned less than $3,000.00 annually, six hundred thirty-four (634) earned more than $3,000.00 annually, and three hundred twenty (320) were unclassified.

Migrant Students by Age and Migrant Index. Little disparity was found in the numbers of students among the age groups of youngsters included in the study. As set forth in Table VII the one thousand sixty-one "target" students, grouped by age from seven to over seventeen, ranged from sixty in the over seventeen group to one hundred nineteen in the nine year old group.

TABLE VII

MIGRANT AGRICULTURAL STUDENTS

IN ANTHONY-GADSDEN SCHOOL DISTRICT NO. 16

BY AGE AND MIGRANT INDEX

| AGE | Transient Agricultural, Intra-state | Migrant Agricultural, Earning Less Than $3,000 Annually | Migrant Agricultural, Earning More Than $3,000 Annually | Unclassified (Farmworker other status uknown) | Totals By Age |
|---|---|---|---|---|---|
| | INDEX 2 | 3 | 4 | 5 | |
| 7 | 4 | 1 | 59 | 37 | 101 |
| 8 | 13 | 3 | 69 | 30 | 115 |
| 9 | 13 | 3 | 66 | 37 | 119 |
| 10 | 9 | 1 | 57 | 32 | 99 |
| 11 | 12 | 2 | 59 | 26 | 99 |
| 12 | 9 | 1 | 66 | 40 | 116 |
| 13 | 8 | 2 | 27 | 33 | 70 |
| 14 | 3 | 1 | 46 | 19 | 69 |
| 15 | 4 | 3 | 57 | 13 | 77 |
| 16 | 4 | 4 | 38 | 27 | 73 |
| 17 | 2 | 1 | 47 | 13 | 63 |
| Over | 3 | 1 | 43 | 13 | 60 |
| | 84 | 23 | 634 | 320 | 1061 |

Totals By Migrant Index

## SECTION SIX

## MIGRANT AGRICULTURAL STUDENTS IN ALL DONA ANA COUNTY PUBLIC SCHOOL DISTRICTS

The data collected by the survey team were compiled for the three public school systems in the county to obtain comprehensive information regarding migrant agriculturally related students in the Mesilla Valley. The data summary is presented in Table VIII.

As shown in the table two thousand one hundred sixty-four (2,164) students were identified as migrant students whose families sought their livelihood in agricultural activities. Of that number one thousand one hundred ninety-five (1195) were enrolled in public elementary schools, eight hundred twenty-nine (829) were enrolled in secondary schools while an estimated five hundred (140 full time equivalents) were in transit, and did not enroll in public schools in the district.

The totals in both elementary and secondary schools, as shown in Table VIII, by migrant index, were 1) one hundred forty (FTE) inter-state agricultural migrants, 2) one hundred sixty-nine intra-state agricultural migrants, 3) four hundred two migrants earning less than $3,000.00 per annum, 4) one thousand seventy-eight migrants earning more than $3,000.00 per annum, and 5) three hundred seventy-five unclassified migrants.

Note: The government regulations stipulated in the Title I ESEA amendment for agriculture migrant educational programs restricts financial assistance on the basis of family income regardless of any other factors. The income limit specified was $3,000 per annum. In view of this requirement the study results would denote that only the students identified in migrant index number four would be deducted from the total to get the number of students on which funds will be allocated for program needs. The number of eligible students on which funds may be allocated would be one thousand eighty-six (1086) or the total (2164) less the number identified in category four (1078).

The one hundred forty (140) FTE's in category one are eligible. Even though all members of the family work in the fields and their income as a result is high, the work is seasonal therefore limiting their total annual income.

The one hundred sixty-nine (169) students identified in category two were generally families who either had moved into the area recently or had a mobile pattern within the state. In many cases these were state welfare or unemployment recepients who lived in the area and the only activity in which the family worked was agricultural and seasonal.

The four hundred two (402) students identified in category three came from families who were employed but the amount they would receive over a period of twelve months would be less than $3,000.00.

The three hundred seventy-five (375) students identified in category three came from families about whom nothing was known except their family livelihood was based on agricultural activities. In almost all cases these were families which were living in the area permanently but whose head-of-household worked only in seasonal agricultural activities. For the most part they lived in small communities, have inherited or built a home, have a garden, and depend on odd jobs on area farms, mills, packing plants, etc. for income.

TABLE VIII

MIGRANT AGRICULTURAL STUDENTS*

IN DONA ANA COUNTY PUBLIC SCHOOLS

BY DISTRICT AND MIGRANT INDEX

| SCHOOLS | MIGRANT INDEX | | | | | |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | TOTALS |
| Hatch Elementary | | 11 | 71 | 77 | 2 | 161 |
| Secondary | | 6 | 38 | 50 | 2 | 96 |
| Total | | 17 | 109 | 127 | 4 | 257 |
| Las Cruces Elementary | | 29 | 162 | 160 | 25 | 376 |
| Secondary | | 39 | 108 | 157 | 26 | 330 |
| Las Cruces Total | | 68 | 270 | 317 | 51 | 706 |
| Anthony-Gadsden Elementary | | 68 | 0 | 374 | 216 | 658 |
| Secondary | | 16 | 23 | 260 | 104 | 403 |
| Anthony-Gadsden Total | | 84 | 23 | 634 | 320 | 1061 |
| TOTAL Elementary | | 108 | 233 | 611 | 234 | 1195 |
| TOTAL Secondary | | 61 | 169 | 467 | 132 | 829 |
| Intra-State Transients | 140 | | | | | 140 |
| GRAND TOTALS | 140 | 169 | 402 | 1078 | 375 | 2164 |

*Full Time Equivalents

## SECTION SEVEN

## EDUCATIONAL NEEDS OF MIGRANT AGRICULTURAL STUDENTS IN DONA ANA COUNTY, NEW MEXICO

The survey team interviewed members of one hundred fifty (150) families to obtain an indication of what they thought were the greatest educational needs of the children included in the study. In most cases the persons interviewed were parents of the children but other family members and certain employers were also questioned.

The two questions (adopted) asked were

1) What school does your child attend?

2) What service(s), not presently provided by the schools, should be included for your child?

In response to the first question eighty-nine percent (89%) of the family members interviewed knew where their children attended or would attend school. Eleven percent (11%) were new arrivals and did not know where their children would attend.

In response to the second question, sixty-four per cent(64%) indicated that they could not respond, since they did not know what was being offered by the schools. Eight per cent (8%) advised that they were not particularly concerned with what was being offered. Twelve per cent (12%) told the interviewers that they had not given any thought to the question. Responses by the remaining sixteen per cent (16%) were varied, and in some cases, bizarre.

Six persons suggested that a swimming pool be constructed at Las Cruces High School and at Court Junior High School. Two female graduates from Gadsden High School suggested that varsity gymnastics be offered to girls at that school. The most frequently voiced shortcoming in the curriculum was

that beginning students are automatically retarded one year because of having to learn enough English to compete academically in the regular school. The next most frequently voiced complaint was that while bilingual students could speak Spanish, they could neither read nor write in Spanish. The latter complaint stemmed from the fact that these particular persons eventually planned to return to Mexico, and their children would be illiterate in their own language. The third most frequently voiced objection to the curriculum was that vocational courses were either inadequate, or non-existant at the secondary level. When asked if they had requested advice from their guidance counselors, many stated that the counselors were too busy doing class scheduling and other duties to talk with them.

Of the one hundred fifty (150) persons interviewed all were either bilingual or non-English speaking. The survey team observed that in many cases the children of families moving into the area were placed directly into regular public school classes even though the child might be non-English speaking. Of the two thousand migrant children identified in the study it was estimated that fewer than one hundred spoke only the English language. Most were bilingual, however, many spoke only Spanish.

# SECTION EIGHT

## CONCLUSIONS

The following conclusions were derived from the findings of the study:

1. Several government and other public agencies are offering assistance to agricultural migrants in the county. For the most part these programs include foodstuffs for families, medical and dental services, day care for children, and educational/training programs for adults.

2. Out-of-state agricultural migrants coming into the Mesilla Valley for seasonal work generally originate in South Texas. These Texas migrants arrive in the Mesilla Valley during the month of May and leave during the month of September. Children of the Texas migrants do not attend public schools located in the area while they are in residence. No public school programs are established specifically to meet the needs of these highly mobile people.

3. The largest number of "target" children live in the southern part of the county with the numbers decreasing gradually to the north. The Anthony-Gadsden School District had the largest number of migrant students, the Las Cruces School District was second, and Hatch was third.

4. The largest number of migrant students were enrolled in elementary schools with a lesser number in the secondary schools.

5. There was evidence to suggest that migrant children have unique problems in adjusting to a public school curriculum. For some, there was an interruption in the normal grade to grade articulation. For the majority, there appeared to be a paucity of English Language skills which preclude an even chance for success in academic achievement. For many, there was a need to develop parallel skills in the Spanish Language. Other social problems, which may stem from students who are average in grade, were implicit in the findings.

## SECTION NINE

## RECOMMENDATIONS

Based upon what was learned from the one hundred-fifty (150) persons interviewed in the sampling and other findings in the study, it is recommended that the following instructional programs be given consideration for migrant students.

1. The public school program should be limited to school-age children from migrant families, and should not include new adult educational programs.

2. Pre-school programs including Head Start should be expanded. A kindergarten program should be offered for migrant youngsters to develop readiness and English language skills.

3. English and Spanish language programs should be continued as primary consideration for migrants at all levels.

4. A practical vocational core program should be designed for boys and girls at the secondary level.

5. Realistic vocational/educational counseling services should be made available to migrant students. The counseling service should promote school-home cooperation in the development of vocational/educational plans for the students. School-home rapport should be strengthened.

6. Due to seasonal income of most of the families, steps should be taken to insure that the nutritional, medical, and dental needs of the children are met throughout the year.

7. The problems and needs of migrants are the same among the three districts in the valley, therefore, programs which will be developed should either be mobile or similar in the districts.